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ABSTRACT

The impetus for the study was provided by the widespread disagreement on the counselor's role and function as stated by counselors and administrators. Purposes included: (1) the provision of information about the counselor's role and function; (2) the resolution of confusion concerning the counselor's role; and (3) the improvement of communication among building staffs about counselors' roles and functions. The Counselor Function Inventory (CFI), which consists of 77 statements of function in seven areas of counselor services, was selected as the instrumentation. All full-time junior and senior high school counselors and administrators, as well as teachers from two of the district's schools, provided the sample. Data collection procedures were explained and data analysis presented. Results showed insignificant differences in perception of the counselor's function. A staff study of the results was summarized. (TL)

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COUNSELOR FUNCTION IN SECONDARY SCHOOLS :

Highline School District 401; 1969-70

RESEARCH

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COUNSELOR FUNCTION IN SECONDARY SCHOOLS:

HIGHLINE PUBLIC SCHOOL DISTRICT 401; 1969-1970

The "Fourth Draft" on certification in the State of Washington states, "The preparation of professional personnel------presupposes some idea of what the------counselor------should actually do. Role definitions should include consideration of both what is and what should be."*

The study was done for three major purposes: (a) to provide information about the counselor's role and function to aid development of certification statements; (b) to attempt to resolve some confusion about the counselor's role; and, (c) to improve communication among building staffs about counselors' roles and functions.

Arthur L. Maser, Ed. D.
Director of Research

* Statement of Standards for Preparation of School Professional Personnel Leading to Certification: Fourth Draft. State of Washington: Superintendent of Public Instruction, Olympia, April 1968.

COUNSELOR FUNCTION IN SECONDARY SCHOOLS

Arthur L. Maser

When counselors get together in professional meetings or informal groups, the main topic for discussion frequently is the discrepancy between counselors' and administrators' perceptions of the counselor's role. Counselors lament that principals do not understand what counseling <u>really</u> is--or--that counselors are not permitted to do <u>real</u> counseling. Counseling supervisors typically agree that administrators (other than themselves) are not aware of, or insensitive to the role of counselors. Counselor educators admonish counselor trainees that chasms (not just gaps) will likely exist in understanding of the counselor's role when they begin work in a school.

School principals believe that they do not share the counselor's role perceptions. A typical comment is that the counselor has too much of the "ivory tower" approach. Another, "All he wants to do is one-to-one counseling."

One point is certain: Disagreements on the counselor's role and function are stated by counselor and administrator, each claiming lack of understanding on the part of the other.

The present study was undertaken to (a) attempt to resolve some of the confusion, and (b) improve communication among building staffs about the secondary

counselor's role in the Highline Public School District (Seattle).

Research Methods and Procedures

Instrumentation

The Counselor Function Inventory (CFI) (Shumake and Oelke, 1967) was selected to be used for staff study of the secondary counselor's role. The CFI consists of 77 statements of function in seven areas of counselor services: placement, counseling, follow-up, orientation, student data, information, and miscellaneous.

The following instructions were given for response to the inventory:

DIRECTIONS: Respond to each of the following items by writing in the number 1,2,3,4, or 5 as described here.

1. The counselor should personally perform this function.
2. The counselor should have primary responsibility for this function, although he may not personally perform the function.
3. The counselor should share with other groups in planning and performing this function, but he does not share the primary responsibility for the function.
4. The counselor should serve as consultant in this function only upon request.
5. The counselor should have no direct responsibility for this function.

Population and Sample

The entire population of full-time secondary (junior and senior high school) counselors and administrators in the Highline District responded to the CFI. One junior high school and one senior high school provided a sample of the district's teachers. (Table 1)

Table 1

Highline Populations and Samples Responding to the CFI

	Junior High	Senior High	Total
Administrators	11	12	23
Counselors	27	20	47
Teachers	31	29	60
		N =	130

Collection of Data

Each building counseling staff completed the CFI in one sitting in the presence of an interviewer. This procedure was followed to minimize contamination of results which might have occurred from discussion or comparision of responses. As administrators were not available for this mode of data collection, each was asked to respond independently to the CFI and return it by district mail. Teacher groups were given the CFI at staff meetings and returned them to the building head counselor when complete.

Data Analysis

CFI responses were tabulated by group for the six groups surveyed. Within each group a mean response value for each item was calculated and the items' rank order positions were determined. For staff study purposes the CFI items were presented in rank order for each group on mimeograph printings. A summary was also presented (Table 4) of all responses by all groups. In addition to rank ordering, the items were grouped by response category (see instrucions for responding to CFI).

Table 2

Coefficients of Concordance W *

	Group	Coefficient
1.	Junior High Counselors) Junior High Administrators) Senior High Counselors) Senior High Administrators)	.880
2.	Junior High Counselors) Junior High Teachers) Senior High Counselors) Senior High Teachers)	.890
3.	Junior High Teachers) Junior High Administrators) Senior High Teachers) Senior High Administrators)	.885
4.	Junior High Counselors) Junior High Teachers) Junior High Administrators)	.894
5.	Senior High Counselors) Senior High Teachers) Senior High Administrators)	.897

* By chi square method all coefficients presented are significant at better than the .05 level of confidence.

Table 3

Rank Order Coefficients Between Paired Groups

Paired Groups	Coefficients
Junior High School	
Counselors and Teachers	.911
Counselors and Administrators	.917
Senior High School	
Counselors and Teachers	.875
Counselors and Administrators	.883
Junior and Senior High School	
Counselors	.900
Teachers	.870
Administrators	.886

Rank ordered responses were treated by (a) Kendall's Coefficient of Concordance W (Ferguson, 1959) to determine the degree of relationship between three or four ranked groups (Table 2), and (b) Spearman's coefficient of rank correlation (Siegel, 1966) for some pairs of responding groups (Table 3). Use of the Spearman rank order coefficient appears to add little to the data analysis, but this procedure was included at the request of participants in the study.

Results

Coefficients of agreement or relationship were high among groups and between pairs. Coefficients of concordance were remarkably constant, ranging only from 0.880 to 0.897. Rank order coefficients also varied little, from 0.870 to 0.917. In both cases the differences are not large enough to have any significance for difference in perception of the counselor's function as measured by the CFI.

Staff Study

When data analysis was complete, principals were asked to set a time for counseling and administrative staff discussion of the CFI results. Participants included principals, vice principals, assistant principals, the building's counseling staff, and counseling supervisors who directed the sessions. Copies of rank ordered items were sent to all counselors and administrators one week prior to the arranged meeting.

Each meeting had its own character. In two buildings, one high school and one junior high school, the counseling staff ignored implications for agreement and chose to argue the merits of statistical procedures used. In another school, administrators had a "what has this really got to do with us?" attitude, while counselors were greatly interested in the results of the study. Discussions in other schools were more productive, with administrators and counselors participating in discussion of the study's results and implications.

Perhaps the most remarkable observation made of the meetings was the degree of surprise expressed by counselors and administrators about the close agreement on the CFI. The high coefficients of concordance and rank order were impressive, but not nearly as useful as having rank ordered items for each group to examine.

In general, the discussion of CFI results led to further discussions of counselors' functions. However, the basic issue of why we appear to agree now and disagree at other times was not resolved. The question of whether the high degree of concordance on the CFI was due to instrumentation was considered, but not resolved. On some items which are generally areas for controversy between counselors and administrators, there was a high degree of agreement that these were functions to be personally performed by the counselor.

Discussion

The results of this study strongly indicate that secondary counselors, administrators and teachers share similar perceptions of the counselor's functions. Further, agreement on counselor's functions exists between junior and senior high school respondents, respondents of the same level, and respondents of different disciplines.

Stated disagreements in perceptions of counselor function appear to arise from the necessity of counselors performing duties outside the counseling paradigm. These duties may (and usually do) include many non-counseling functions resembling those of administrators, attandance officers, and secretaries or clerks.

ALM/rw
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Table 4

COUNSELOR FUNCTION INVENTORY;
SUMMARY, ALL GROUPS SURVEYED

RANK	STATEMENTS	MEAN
	Category I - "The Counselor should personally perform this function."	
1.5	Counseling with students concerning academic failures. Providing the student an opportunity to talk through his problems.	1.307
3	Counseling with potential dropouts.	1.317
4	Counseling with students in evaluating personal assets and limitations.	1.338
5	Counseling with students concerning descrepancy between ambitions and abilities.	1.480
	Category II - "The Counselor should have primary responsibility for this function, although he may not personally perform the function."	
6	Counseling with students concerning learning difficulties.	1.503
7	Planning case conferences involving parents and teachers.	1.682
8	Scheduling new students.	1.728
9	Counseling with students in their development of special abilities.	1.730
10	Arranging course transfers for students within the school.	1.753
11	Assisting students with college plans.	1.851
12	Assisting teachers in diagnosing learning difficulties of students.	1.891
13	Counseling with students in regard to educational and vocational plans.	1.893
14	Evaluating student achievement as compared to capacity.	1.914
15	Assisting students with vocational plans.	1.938
16	Administering standardization tests.	1.951

COUNSELOR FUNCTION INVENTORY, SUMMARY

RANK		MEAN
17	Assisting students in selecting high school courses.	1.961
18	Organizing school testing program.	1.992
19	Organizing the use of test results by faculty and administration.	2.000
20	Evaluating student adjustment to curriculum choices.	2.023
21.5	Counseling with students concerning personal decisions. Registering new students.	2.046
23	Providing college information.	2.055
24	Providing scholarship information	2.062
25	Evaluating students' adjustment to school environment.	2.069
26	Identifying exceptional children.	2.078
27	Conducting follow-up of new students to determine academic adjustment to school.	2.125
28	Conducting follow-up of new students to determine adjustment to school environment.	2.147
29	Providing information on community referral resources.	2.171
30	Providing information about individual students to colleges at which the student has applied.	2.184
31	Scheduling students in classes.	2.200
32	Conducting follow-up studies of students counseled by guidance personnel.	2.204
33	Accumulating personality data on students.	2.224
34	Providing occupational information.	2.230
35	Providing information concerning study habits.	2.261
36	Planning orientation for students transferring from another high school.	2.272
37	Counseling with professional staff in regard to school problems.	2.275
38	Checking credits for graduation and college entrance.	2.310

COUNSELOR FUNCTION INVENTORY, SUMMARY

RANK		MEAN
39	Providing information concerning personal and social needs.	2.330
40	Writing letters of reference.	2.410
41	Planning orientation activities for entering freshmen.	2.419
	Category III - "The Counselor should share with other groups in planning and performaing this function, but he does not have primary responsibility for function."	
42	Working with students who are delinquent in attendance.	2.578
43	Making the decisions concerning special grouping of students.	2.607
44	Providing information about individual students to potential employers.	2.713
45	Providing information on economic conditions related to future employment and education.	2.776
46	Counseling with students concerning military service.	2.815
47	Conducting follow-up studies of dropouts.	2.828
48	Coordinating remedial work for students.	2.898
49	Maintaining permanent records.	2.930
50	Planning career day programs.	2.953
51	Providing information on child labor laws and work permits.	2.968
52	Conducting follow-up studies of graduates.	2.992
53	Administering the program for reporting pupil progress to parents.	3.085
54	Evaluating effectiveness of extra-curricular activities in meeting student needs.	3.116
55	Evaluating effectiveness of school curriculum in meeting students' academic and social needs.	3.141
56	Assisting students in the selection of extra-curricular activities.	3.323

COUNSELOR FUNCTION INVENTORY, SUMMARY

RANK		MEAN
57	Conducting follow-up studies to consider effectiveness of homework.	3.367
58	Visiting homes to confer with parents.	3.492
	Category IV - "The Counselor should serve as a consultant in this function only upon request."	
59	Sending and receiving transcripts to and from other high schools.	3.530
60	Placing students in part-time and summer jobs.	3.534
61	Conducting community surveys to determine occupational opportunities.	3.684
62	Conducting a study of a student's out-of-school experiences.	3.707
63	Selecting and revising curriculum content.	3.708
64	Planning college night programs.	3.746
65	Conducting orientation conferences for new teachers.	3.750
66	Preparing handbook of school rules and policies for distribution.	3.830
67	Making decisions concerning student disciplinary action.	3.875
68	Preparing an analysis of grades given each year by faculty.	3.897
69	Teaching courses on occupational development.	3.904
70	Placing students in permanent jobs.	3.915
71	Preparing school information for distribution to public communication media.	3.944
72	Coordinating the school audio-visual service.	4.124
73	Compiling faculty newsletter pertaining to school program.	4.406
74	Planning assembly programs.	4.418
	Category V - "The Counselor should have no direct responsibility for this function."	
75	Planning PTA activities and programs.	4.515
76	Teaching academic courses other than group guidance courses.	4.563
77	Ordering school supplies and equipment.	4.859

References

Ferguson, G. A. Statistical analysis in psychology and education. New York: Mc Graw-Hill, 1959.

Siegel, S. Nonparametric statistics for the behavioral sciences. New York: Mc Graw-Hill, 1956.

Schumake, G. F., & Oelke, M. C. Counselor function inventory. School Counselor, 1967, 15, 130 - 133.

APPENDIX A
COUNSELOR FUNCTION INVENTORY

Directions: Respond to each of the following items by placing a check mark under the number 1, 2, 3, 4, or 5 as described here.

1. The counselor should personally perform this function.
2. The counselor should have primary responsibility for this function, although he may not personally perform the function.
3. The counselor should share with other groups in planning and performing this function, but he does not have primary responsibility for function.
4. The counselor should serve as a consultant in this function only upon request.
5. The counselor should have no direct responsibility for this function.

1	2	3	4	5	
					1. Assisting students in selecting high school courses.
					2. Scheduling students in classes.
					3. Placing students in part-time and summer jobs.
					4. Placing students in permanent jobs.
					5. Arranging course transfers for students within the school.
					6. Providing information about individual students to potential employers.
					7. Providing information about individual students to colleges at which the student has applied.
					8. Making the decisions concerning special grouping of students.
					9. Assisting students in the selection of extra-curricular activities.
					10. Sending and receiving transcripts to and from other high schools.
					11. Counseling with students concerning academic failures.
					12. Counseling with potential dropouts.
					13. Counseling with students in evaluating personal assets and limitations.
					14. Counseling with students concerning learning difficulties.
					15. Counseling with students in their development of special abilities.
					16. Counseling with students concerning discrepancy between ambitions and abilities.

COUNSELOR FUNCTION INVENTORY - Page 2

1	2	3	4	5	
					17. Counseling with students concerning military service.
					18. Counseling with students in regard to educational and vocational plans.
					19. Providing the student an opportunity to "talk through his problems."
					20. Counseling with professional staff in regard to school problems.
					21. Counseling with students concerning personal decisions.
					22. Conducting follow-up studies of graduates.
					23. Conducting follow-up studies of dropouts.
					24. Evaluating students' adjustment to school environment.
					25. Evaluating student achievement as compared to capacity.
					26. Evaluating effectiveness of extra-curricular activities in meeting student needs.
					27. Conducting follow-up studies of students counseled by guidance personnel.
					28. Evaluating student adjustment to curriculum choices.
					29. Preparing an analysis of grades given each year by faculty.
					30. Evaluating effectiveness of school curriculum in meeting students' academic and social needs.
					31. Conducting follow-up studies to consider effectiveness of homework.
					32. Planning orientation activities for entering freshmen.
					33. Registering new students.
					34. Planning orientation for students transferring from another high school.
					35. Conducting orientation conferences for new teachers.
					36. Scheduling new students.
					37. Preparing handbook of school rules and policies for distribution.
					38. Conducting follow-up of new students to determine adjustment to school environment.

COUNSELOR FUNCTION INVENTORY - Page 3

1	2	3	4	5	
					39. Conducting follow-up of new students to determine academic adjustment to school.
					40. Maintaining permanent records.
					41. Organizing school testing program.
					42. Administering standardization tests.
					43. Organizing the use of test results by faculty and administration.
					44. Identifying exceptional children.
					45. Visiting homes to confer with parents.
					46. Planning case conferences involving parents and teachers.
					47. Conducting a study of a student's out-of-school experiences.
					48. Assisting teachers in diagnosing learning difficulties of students
					49. Administering the program for reporting pupil progress to parents.
					50. Checking credits for graduation and college entrance.
					51. Writing letters of reference.
					52. Accumulating personality data on students.
					53. Providing occupational information.
					54. Providing college information
					55. Providing information concerning study habits.
					56. Providing information concerning personal and social needs.
					57. Providing scholarship information.
					58. Providing information on child labor laws and work permits.
					59. Providing information on economic conditions related to future employment and education.
					60. Providing information on community referral resources.

COUNSELOR FUNCTION INVENTORY - Page 4

1	2	3	4	5	
					61. Assisting students with vocational plans.
					62. Assisting students with college plans.
					63. Teaching courses on occupational development.
					64. Conducting community surveys to determine occupational opportunities.
					65. Planning college night programs.
					66. Planning career day programs.
					67. Coordinating the school audio-visual service.
					68. Making decisions concerning student disciplinary action.
					69. Teaching academic courses other than group guidance courses.
					70. Selecting and revising curriculum content.
					71. Working with students who are delinquent in attendance.
					72. Coordinating remedial work for students.
					73. Planning PTA activities and programs.
					74. Compiling faculty newsletter pertaining to school program.
					75. Ordering school supplies and equipment.
					76. Preparing school information for distribution to public communication media.
					77. Planning assembly programs.

ADDENDA

COUNSELOR FUNCTION INVENTORY

Counselors, Junior High Schools

Administrators, Junior High Schools

Teachers, Junior High Schools

Counselors, Senior High Schools

Administrators, Senior High Schools

Teachers, Senior High Schools

COUNSELOR FUNCTION INVENTORY

COUNSELORS - JUNIOR HIGH SCHOOLS

RANK	STATEMENTS	MEAN
	Category I - "The counselor should personally perform this function."	
1	Providing the student an opportunity to "talk through his problems."	1.111
2.5	Counseling with students concerning academic failures.	1.222
	Counseling with students in evaluating personal assets and limitations.	
4	Counseling with potential dropouts.	1.259
5	Counseling with students concerning discrepancy between ambitions and abilities.	1.269
6	Arranging course transfers for students within the school.	1.385
7	Counseling with students in their development of special abilities.	1.407
8	Scheduling new students.	1.444
9	Counseling with students concerning learning difficulties.	1.481
	Category II - "The counselor should have primary responsibility for this function, although he may not personally perform the function."	
10.5	Counseling with students concerning personal decisions.	1.630
	Registering new students.	
12	Planning case conferences involving parents and teachers.	1.667
13	Evaluating student achievement as compared to capacity.	1.692
14	Conducting follow-up of new students to determine adjustment to school environment.	1.889
15	Organizing the use of test results by faculty and administration.	1.920
16	Providing information on community referral resources.	1.926
17	Administering standardization tests.	1.962
18.5	Assisting students in selecting high school courses.	1.963
	Counseling with students in regard to educational and vocational plans.	
20.5	Providing information concerning personal and social needs.	2.000
	Assisting students with vocational plans.	

Counselors - Junior High Schools
Page 2

RANK	STATEMENTS	MEAN
23	Counseling with professional staff in regard to school problems. Evaluating students' adjustment to school environment. Assisting students with college plans.	2.037
25	Organizing school testing program.	2.074
26	Providing information concerning study habits.	2.111
27	Conducting follow-up of new students to determine academic adjustment to school.	2.115
28	Identifying exceptional children.	2.185
29	Providing college information.	2.269
30	Scheduling students in classes.	2.307
31	Providing occupational information.	2.370
32	Accumulating personality data on students.	2.375
33.5	Assisting teachers in diagnosing learning difficulties of students. Providing scholarship information.	2.407
35.5	Evaluating student adjustment to curriculum choices. Planning orientation for students transferring from another high school.	2.444
37	Working with students who are delinquent in attendance.	2.500
	Category III - "The counselor should share with other groups in planning and performing this function, but he does not have primary responsibility for function."	
38	Planning orientation activities for entering freshmen.	2.519
39	Making the decisions concerning special grouping of students.	2.555
40	Writing letters of reference.	2.593
41	Conducting follow-up studies of students counseled by guidance personnel.	2.630
43	Counseling with students concerning military service. Providing information on child labor laws and work permits. Providing information on economic conditions related to future employment and education.	2.741
45	Providing information about individual students to potential employers.	2.769

Counselors - Junior High Schools
Page 3

RANK	STATEMENTS	MEAN
46	Providing information about individual students to colleges at which the student has applied.	2.778
47	Checking credits for graduation and college entrance.	3.074
48	Assisting students in the selection of extra-curricular activities.	3.111
49	Planning career day programs.	3.148
50	Maintaining permanent records.	3.185
51.5	Conducting follow-up studies of dropouts. Administering the program for reporting pupil progress to parents.	3.296
53	Coordinating remedial work for students.	3.333
54	Evaluating effectiveness of extra-curricular activities in meeting student needs.	3.407
55	Evaluating effectiveness of school curriculum in meeting students' academic and social needs.	3.423
56.5	Conducting follow-up studies of graduates. Conducting follow-up studies to consider effectiveness of homework.	3.481
	Category IV - "The counselor should serve as a consultant in this function only upon request."	
58	Placing students in part-time and summer jobs.	3.593
59	Visiting homes to confer with parents.	3.630
60	Planning college night programs.	3.769
61	Selecting and revising curriculum content.	3.889
62.5	Placing students in permanent jobs. Conducting orientation conferences for new teachers.	3.926
64	Conducting a study of a student's out-of-school experiences.	3.962
65	Preparing handbook of school rules and policies for distribution.	4.000
66	Teaching courses on occupational development.	4.074
67	Making decisions concerning student disciplinary actions.	4.111
68.5	Sending and receiving transcripts to and from other high schools. Preparing an analysis of grades given each year by faculty.	4.148

Counselors - Junior High Schools
Page 4

RANK	STATEMENTS	MEAN
70	Conducting community surveys to determine occupational opportunities.	4.259
71	Preparing school information for distribution to public communication media.	4.462
	Category V - "The counselor should have no direct responsibility for this function."	
72.5	Planning PTA activities and programs. Compiling faculty newsletter pertaining to school program.	4.519
74	Planning assembly programs.	4.667
75	Teaching academic courses other than group guidance courses.	4.815
76	Ordering school supplies and equipment.	4.889
77	Coordinating the school audio-visual service.	4.926

COUNSELOR FUNCTION INVENTORY

ADMINISTRATORS - JUNIOR HIGH SCHOOLS

RANK	STATEMENTS	MEAN
	Category I - "The counselor should personally perform this function."	
1	Providing the student an opportunity to "talk through his problems."	1.000
2	Identifying exceptional children.	1.111
3.5	Counseling with students concerning academic failures.	1.181
	Assisting students with college plans.	
6	Counseling with students in evaluating personal assets and limitations.	1.272
	Counseling with students concerning personal decisions.	
	Evaluating student achievement as compared to capacity.	
8.5	Counseling with potential dropouts.	1.363
	Counseling with students concerning discrepancy between ambitions and abilities.	
12	Counseling with students in their development of special abilities.	1.454
	Counseling with students in regard to educational and vocational plans.	
	Evaluating students' adjustment to school environment.	
	Scheduling new students.	
	Assisting students with vocational plans.	
16	Conducting follow-up of new students to determine academic adjustment to school.	1.500
	Administering standardization tests.	
	Assisting teachers in diagnosing learning difficulties of students.	
	Category II - "The counselor should have primary responsibility for this function, although he may not personally perform the function."	
18.5	Arranging course transfers for students within the school.	1.545
	Counseling with students concerning learning difficulties.	
20.5	Organizing the use of test results by faculty and administration.	1.600
	Planning case conferences involving parents and teachers.	
23	Assisting students in selecting high school courses.	1.636
	Providing information about individual students to colleges at which the student has applied.	
	Conducting follow-up of new students to determine adjustment to school environment.	
25	Providing information concerning personal and social needs.	1.700

Administrators - Junior High Schools
Page 2

RANK	STATEMENTS	MEAN
26	Evaluating student adjustment to curriculum choices.	1.818
27.5	Providing college information. Providing scholarship information.	1.900
29	Scheduling students in classes.	1.909
32.5	Conducting follow-up studies of students counseled by guidance personnel. Planning orientation for students transferring from another high school. Checking credits for graduation and college entrance. Accumulating personality data on students. Providing occupational information. Providing information concerning study habits.	2.000
36.5	Planning orientation activities for entering freshmen. Registering new students.	2.090
38.5	Organizing school testing program. Writing letters of reference.	2.100
40	Conducting follow-up studies of graduates.	2.181
41	Conducting follow-up studies of dropouts.	2.272
42	Providing information on community referral resources.	2.300
43	Making the decisions concerning special grouping of students.	2.363
44	Counseling with professional staff in regard to school problems.	2.454
	Category III - "The counselor should share with other groups in planning and performing this function, but he does not have primary responsibility for function."	
45.5	Providing information about individual students to potential employers. Counseling with students concerning military service.	2.545
47	Providing information on economic conditions related to future employment and education.	2.700
48	Coordinating remedial work for students.	2.727
49	Administering the program for reporting pupil progress to parents.	2.800

Administrators - Junior High Schools
Page 3

RANK	STATEMENTS	MEAN
50.5	Evaluating effectiveness of extra-curricular activities in meeting student needs. Working with students who are delinquent in attendance.	2.909
53	Evaluating effectiveness of school curriculum in meeting students' academic and social needs. Conducting follow-up studies to consider effectiveness of homework. Planning career day programs.	3.090
55	Placing students in part-time and summer jobs.	3.181
56.5	Assisting students in the selection of extra-curricular activities. Providing information on child labor laws and work permits.	3.272
58.5	Preparing handbook of school rules and policies for distribution. Conducting community surveys to determine occupational opportunities.	3.363
60	Conducting a study of a student's out-of-school experiences.	3.374
	Category IV - "The counselor should serve as a consultant in this function only upon request."	
61	Preparing an analysis of grades given each year by faculty.	3.545
62	Maintaining permanent records.	3.600
63.5	Conducting orientation conferences for new teachers. Selecting and revising curriculum content.	3.636
65.5	Teaching courses on occupational development. Planning college night programs.	3.737
68	Placing students in permanent jobs. Preparing school information for distribution to public communication media. Planning assembly programs.	3.818
70	Sending and receiving transcripts to and from other high schools.	4.090
71.5	Visiting homes to confer with parents. Making decisions concerning student disciplinary action.	4.100
73.5	Planning PTA activities and programs. Compiling faculty newsletter pertaining to school program.	4.363
75	Teaching academic courses other than group guidance courses.	4.454

Administrators - Junior High Schools
Page 4

RANK	STATEMENTS	MEAN
	Category V - "The counselor should have no direct responsibility for this function."	
76	Ordering school supplies and equipment.	4.818
77	Coordinating the school audio-visual service.	4.909

COUNSELOR FUNCTION INVENTORY

TEACHERS - SYLVESTER JUNIOR HIGH SCHOOL

RANK	STATEMENTS	MEAN
	Category I - "The counselor should personally perform this function."	
1.5	Counseling with students concerning academic failures. Counseling with students concerning learning difficulties.	1.406
3	Counseling with potential dropouts.	1.437
	Category II - "The counselor should have primary responsibility for this function, although he may not personally perform the function."	
4	Planning case conferences involving parents and teachers.	1.548
5	Counseling with students in evaluating personal assets and	1.656
6	Providing the student an opportunity to "talk through his problems."	1.718
7	Counseling with students concerning discrepancy between ambitions and abilities.	1.781
8.5	Organizing school testing program. Assisting teachers in diagnosing learning difficulties of students.	1.875
10	Organizing the use of test results by faculty and administration.	1.903
11	Arranging course transfers for students within the school.	1.906
12	Counseling with students in their development of special abilities.	1.937
13	Evaluating student achievement as compared to capacity.	2.125
15	Planning orientation for students transferring from another high school. Scheduling new students. Providing information concerning study habits.	2.156
17	Counseling with professional staff in regard to school problems.	2.166
18	Administering standardization tests.	2.187
19	Assisting students in selecting high school courses.	2.225
20	Evaluating students' adjustment to school environment.	2.250
21	Conducting follow-up of new students to determine adjustment to school environment.	2.281

Teachers - Sylvester Junior High School
Page 2

RANK	STATEMENTS	MEAN
22	Conducting follow-up studies of students counseled by guidance personnel.	2.343
24	Scheduling students in classes. Registering new students. Conducting follow-up of new students to determine academic adjustment to school.	2.354
28	Providing information about individual students to colleges at which the student has applied. Making the decisions concerning special grouping of students. Counseling with students in regard to educational and vocational plans. Identifying exceptional children. Working with students who are delinquent in attendance.	2.437
31.5	Providing college information. Providing scholarship information.	2.468
33	Assisting students with college plans.	2.500

Category III - "The counselor should share with other groups in planning and performing this function, but he does not have primary responsibility for function."

34.5	Maintaining permanent records. Assisting students with vocational plans.	2.562
36	Evaluating student adjustment to curriculum choices.	2.580
37.5	Planning orientation activities for entering freshmen. Providing information on community referral resources.	2.593
39	Sending and receiving transcripts to and from other high schools.	2.656
40	Administering the program for reporting pupil progress to parents.	2.709
41	Coordinating remedial work for students.	2.718
42	Providing occupational information.	2.750
43	Counseling with students concerning personal decisions.	2.843
44	Checking credits for graduation and college entrance.	2.875
46	Writing letters of reference. Accumulating personality data on students. Providing information concerning personal and social needs.	3.000

Teachers - Sylvester Junior High School
Page 3

RANK	STATEMENTS	MEAN
48	Evaluating effectiveness of school curriculum in meeting students' academic and social needs.	3.031
49	Evaluating effectiveness of extra-curricular activities in meeting student needs.	3.125
50	Conducting follow-up studies to consider effectiveness of homework.	3.218
51	Providing information about individual students to potential employers.	3.225
52	Making decisions concerning student disciplinary action.	3.250
53	Conducting follow-up studies of dropouts.	3.312
54	Providing information on economic conditions related to future employment and education.	3.375
55	Assisting students in the selection of extra-curricular activities.	3.437
56	Providing information on child labor laws and work permits.	3.468
	Category IV - "The counselor should serve as a consultant in this function only upon request."	
57.5	Conducting follow-up studies of graduates.	3.531
	Planning career day programs.	
59	Preparing handbook of school rules and policies for distribution.	3.645
60.5	Conducting orientation conferences for new teachers.	3.656
	Selecting and revising curriculum content.	
62.5	Preparing an analysis of grades given each year by faculty.	3.718
	Visiting homes to confer with parents.	
64	Placing students in part-time and summer jobs.	3.781
65	Counseling with students concerning military service.	3.937
66	Conducting a study of a student's out-of-school experiences.	4.000
67	Conducting community surveys to determine occupational opportunities.	4.031
68	Teaching courses on occupational development.	4.093
69	Placing students in permanent jobs.	4.218

Teachers - Sylvester Junior High School
Page 4

RANK	STATEMENTS	MEAN
70	Planning college night programs.	4.250
71	Compiling faculty newsletter pertaining to school program.	4.375
72	Preparing school information for distribution to public communication media.	4.406
	Category V - "The counselor should have no direct responsibility for this function."	
73.5	Teaching academic courses other than group guidance courses.	4.531
	Planning assembly programs.	
75	Planning PTA activities and programs.	4.656
76.5	Coordinating the school audio-visual service.	4.906
	Ordering school supplies and equipment.	

COUNSELOR FUNCTION INVENTORY

COUNSELORS - SENIOR HIGH SCHOOLS

RANK	STATEMENTS	MEAN
	Category I - "The counselor should personally perform this function."	
1	Providing the student an opportunity to "talk through his problems."	1.050
2	Counseling with students in evaluating personal assets and limitations.	1.100
4	Counseling with students concerning learning difficulties.	1.300
	Counseling with students concerning discrepancy between ambitions and abilities.	
	Assisting teachers in diagnosing learning difficulties of students.	
6	Counseling with potential dropouts	1.368
7	Planning case conferences involving parents and teachers.	1.400
8	Counseling with students in their development of special abilities.	1.500
	Category II - "The counselor should have primary responsibility for this function, although he may not personally perform the function."	
9	Counseling with students in regard to educational and vocational plans.	1.550
10	Counseling with students concerning academic failures.	1.600
11.5	Evalua:ing students achievement as compared to capacity	1.700
	Assisting students with college plans.	
13	Assisting students with vocational plans.	1.750
14.5	Providing scholarship information.	1.850
	Providing information on community referral resources.	
16	Administering standardization tests.	1.895
17	Assisting students in selecting high school courses.	1.900
18.5	Identifying exceptional children.	1.950
	Providing college information.	

Counselors - Senior High Schools
Page 2

RANK	STATEMENTS	MEAN
22	Counseling with students concerning personal decisions. Conducting follow-up studies of students counseled by guidance personnel. Scheduling new students. Organizing the use of test results by faculty and administration. Accumulating personality data on students.	2.000
26	Arranging course transfers for students within the school. Organizing school testing program. Checking credits for graduation and college entrance.	2.050
28	Providing occupational information.	2.100
29	Evaluating student adjustment to curriculum choices.	2.200
30	Providing information concerning study habits.	2.250
32	Evaluating students' adjustment to school environment. Writing letters of reference. Providing information concerning personal and social needs.	2.300
34.5	Providing information about individual students to colleges at which the student has applied. Planning orientation activities for entering freshmen.	2.350
36.5	Counseling with professional staff in regard to school problems. Providing information on economic conditions related to future employment and education.	2.450
	Category III - "The counselor should share with other groups in planning and performing this function, but he does not have primary responsibility for function."	
38	Providing information about individual students to potential employers.	2.550
39.5	Conducting follow-up studies of dropouts. Conducting follow-up of new students to determine academic adjustment to school.	2.600
41.5	Registering new students. Working with students who are delinquent in attendance.	2.650
44	Making the decisions concerning special grouping of students. Counseling with students concerning military service. Planning orientation for students transferring from another high school.	2.700
46	Scheduling students in classes.	2.737

Counselors - Senior High Schools
Page 3

RANK	STATEMENTS	MEAN
47.5	Conducting follow-up of new students to determine adjustment to school environment. Planning career day programs.	2.750
49	Conducting follow-up studies of graduates.	2.800
50	Evaluating effectiveness of school curriculum in meeting students' academic and social needs.	2.850
51	Evaluating effectiveness of extra-curricular activities in meeting student needs.	2.900
52	Providing information on child labor laws and work permits.	2.950
53	Coordinating remedial work for students.	3.050
54	Planning college night programs.	3.350
55.5	Conducting follow-up studies to consider effectiveness of homework. Teaching courses on occupational development.	3.400
57	Placing students in part-time and summer jobs.	3.450
58.5	Visiting homes to confer with parents. Conducting a study of a student's out-of-school experiences.	3.500
	Category IV - "The counselor should serve as a consultant in this function only upon request."	
60	Selecting and revising curriculum content.	3.600
62	Assisting students in the selection of extra-curricular activities. Maintaining permanent records. Administering the program for reporting pupil progress to parents.	3.650
64	Conducting community surveys to determine occupational opportunities.	3.700
65	Conducting orientation conferences for new teachers.	3.750
66	Preparing school information for distribution to public communication media.	3.800
67	Placing students in permanent jobs.	3.850
68	Preparing an analysis of grades given each year by faculty.	4.100
69	Making decisions concerning student disciplinary action.	4.150

Counselors - Senior High Schools
Page 4

RANK	STATEMENTS	MEAN
70	Preparing handbook of school rules and policies for distribution.	4.200
71	Planning assembly programs.	4.316
72	Compiling faculty newsletter pertaining to school program.	4.450
73.5	Sending and receiving transcripts to and from other high schools.	4.500
	Planning PTA activities and programs.	
	Category V - "The counselor should have no direct responsibility for this function."	
75.5	Teaching academic courses other than group guidance courses.	4.800
	Ordering school supplies and equipment.	
77	Coordinating the school audio-visual service.	4.900

COUNSELOR FUNCTION INVENTORY

ADMINISTRATORS - SENIOR HIGH SCHOOLS

RANK	STATEMENTS	MEAN
	Category I - "The counselor should personally perform this function."	
2	Counseling with students concerning academic failures. Counseling with potential dropouts. Providing the student an opportunity to "talk through his problems."	1.087
4	Counseling with students in evaluating personal assets and limitations.	1.175
5	Counseling with students concerning discrepancy between ambitions and abilities.	1.250
7	Counseling with students concerning learning difficulties. Counseling with students in regard to educational and vocational plans. Planning orientation for students transferring from another high school	1.333
10	Scheduling new students. Assisting students with vocational plans. Assisting students with college plans.	1.416
12.5	Assisting students in selecting high school courses. Providing information about individual students to colleges at which the student has applied. Counseling with students in their development of special abilities. Counseling with students concerning personal decisions.	1.500
	Category II - "The counselor should have primary responsibility for this function, although he may not personally perform the function."	
16.5	Assisting teachers in diagnosing learning difficulties of students. Providing college information.	1.583
19	Arranging course transfers for students within the school. Conducting follow-up of new students to determine academic adjustment to school. Providing occupational information.	1.666
21.5	Evaluating student adjustment to curriculum choices. Registering new students.	1.727

Administrators - Senior High Schools
Page 2

RANK	STATEMENTS	MEAN
25	Scheduling students in classes. Writing letters of reference. Accumulating personality data on students. Providing scholarship information Working with students who are delinquent in attendance.	1.750
28	Checking credits for graduation and college entrance.	1.833
30	Counseling with students concerning military service Planning orientation activities for entering freshmen. Identifying exceptional children.	1.916
33.5	Conducting follow-up of new students to determine adjustment to school environment. Organizing school testing program. Administering standardization tests. Providing information on community referral resources.	2.000
37.5	Evaluating students' adjustment to school environment Providing information concerning study habits. Providing information concerning personal and social needs. Coordinating remedial work for students.	2.087
40	Organizing the use of test results by faculty and administration.	2.090
41.5	Conducting follow-up studies of students counseled by guidance personnel Planning case conferences involving parents and teachers.	2.250
43	Providing information about individual students to potential employers	2.500
	Category III - "The counselor should share with other groups in planning and performing this function, but he does not have primary responsibility for function."	
44	Planning career day programs.	2.583
45.5	Counseling with professional staff in regard to school problems. Evaluating student achievement as compared to capacity.	2.666
47.5	Making the decisions concerning special grouping of students. Conducting follow-up studies of dropouts.	2.750
49	Providing information on economic conditions related to future employment and education.	2.833
50	Assisting students in the selection of extra-curricular activities.	2.916

Administrators - Senior High Schools
Page 3

RANK	STATEMENTS	MEAN
51	Visiting homes to confer with parents.	3.000
52	Evaluating effectiveness of extra-curricular activities in meeting student needs.	3.166
53	Evaluating effectiveness of school curriculum in meeting students' academic and social needs.	3.181
54	Maintaining permanent records.	3.250
55.5	Administering the program for reporting pupil progress to parents. Planning college night programs.	3.333
57	Conducting a study of a student's out-of-school experiences.	3.416
58.5	Placing students in part-time and summer jobs. Conducting follow-up studies of graduates.	3.500
	Category IV - "The counselor should serve as a consultant in this function only upon request."	
60.5	Providing information on child labor laws and work permits. Conducting community surveys to determine occupational opportunities.	3.583
62	Teaching courses on occupational development.	3.600
63.5	Placing students in permanent jobs. Conducting follow-up studies to consider effectiveness of homework.	3.666
65	Conducting orientation conferences for new teachers.	3.750
67	Sending and receiving transcripts to and from other high schools. Preparing an analysis of grades given each year by faculty. Selecting and revising curriculum content.	3.833
69	Teaching academic courses other than group guidance courses.	3.916
70	Preparing school information for distribution to public communication media.	4.000
72	Preparing handbook of school rules and policies for distribution. Planning PTA activities and programs. Compiling faculty newsletter pertaining to school program.	4.087
74	Making decisions concerning student disciplinary action.	4.166
75	Planning assembly programs.	4.333

Administrators - Senior High Schools
Page 4

RANK	STATEMENTS	MEAN
	Category V - "The counselor should have no direct responsibility for this function."	
76.5	Coordinating the school audio-visual service Ordering school supplies and equipment.	4.750

COUNSELOR FUNCTION INVENTORY

TEACHERS - TYEE HIGH SCHOOL

RANK	STATEMENTS	MEAN
	Category I - "The Counselor should personally perform this function."	
1	Counseling with potential dropouts.	1.310
2	Counseling with students in evaluating personal assets and limitations.	1.379
3	Providing the student an opportunity to "talk through his problems".	1.448
4.5	Counseling with students concerning academic failures.	1.482
	Checking credits for graduation and college entrance.	
	Category II - "The counselor should have primary responsibility for this function, although he may not personally perform the function."	
6	Assisting students with college plans.	1.518
7	Scheduling new students.	1.571
8	Counseling with students concerning discrepancy between ambitions and abilities.	1.620
9	Providing scholarship information.	1.655
10	Accumulating personality data on students.	1.689
11	Providing college information.	1.750
12.5	Assisting students with vocational plans	1.758
	Providing information about individual students to colleges at which the student has applied.	
14	Registering new students.	1.800
15.5	Arranging course transfers for students within the school.	1.833
	Counseling with students concerning learning difficulties.	
17.5	Conducting follow-up studies of students counseled by guidance personnel.	1.846
	Administering standardization tests.	

TEACHERS - Tyee High School
Page 2

RANK	STATEMENTS	MEAN
19	Planning case conferences involving parents and teachers.	1.896
20	Counseling with students in regard to educational and vocational plans.	1.900
21	Scheduling students in classes.	1.935
22	Conducting follow-up of new students to determine academic adjustment to school.	1.964
23.5	Evaluating students' achievement as compared to capacity. Organizing school testing program	1.965
25	Providing occupational information.	1.966
26	Evaluating students' adjustment to school environment.	2.000
27	Assisting students in selecting high school courses.	2.034
28.5	Identifying exceptional children. Writing letters of reference.	2.068
30	Conducting follow-up of new students to determine adjustment to school environment.	2.071
31	Assisting teachers in diagnosing learning difficulties of students.	2.103
32	Counseling with students concerning personal decisions.	2.137
33	Counseling with students in their development of special abilities.	2.172
34	Conducting follow-up studies of graduates.	2.178
35	Providing information on community referral resources.	2.214
36	Conducting follow-up studies of dropouts.	2.222
37	Providing information on child labor laws and work permits.	2.230
38.5	Counseling with students concerning military service. Maintaining permanent records.	2.241
40	Providing information concerning personal and social needs.	2.266
41.5	Counseling with professional staff in regard to school problems. Evaluating student adjustment to curriculum choices.	2.269

TEACHERS - Tyee High School
Page 3

RANK	STATEMENTS	MEAN
43	Organizing the use of test results by faculty and administration.	2.296
44	Planning career day programs.	2.370
45	Providing information about individual students to potential employers.	2.379
46	Providing information on economic conditions related to future employment and education.	2.400
47	Planning orientation for students transferring from another high school.	2.419
	Category III - "The counselor should share with other groups in planning and performing this function, but he does not have primary responsibility for function."	
48	Planning orientation activities for entering freshmen.	2.533
49	Providing information concerning study habits.	2.633
50	Making the decisions concerning special grouping of students.	2.827
51	Sending and receiving transcripts to and from other high schools.	2.896
52	Conducting community surveys to determine occupational opportunities.	2.931
53	Working with students who are delinquent in attendance.	2.964
54	Administering the program for reporting pupil progress to parents.	2.965
55.5	Coordinating remedial work for students. Preparing school information for distribution to public communication media.	3.000
57	Evaluating effectiveness of extra-curricular activities in meeting student needs.	3.035
58	Visiting homes to confer with parents.	3.076
59	Evaluating effectiveness of school curriculum in meeting students' academic and social needs.	3.214
60	Conducting follow-up studies to consider effectiveness of homework.	3.370

TEACHERS - Tyee High School
Page 4

RANK	STATEMENTS	MEAN
61	Assisting students in the selection of extra-curricular activities.	3.379
62	Placing students in part-time and summer jobs.	3.428
63	Conducting a study of a student's out-of-school experiences.	3.500
	Category IV - "The counselor should serve as a consultant in this function only upon request."	
64	Planning college night programs.	3.615
65	Selecting and revising curriculum content.	3.653
66	Preparing handbook of school rules and policies for distribution.	3.689
67	Conducting orientation conferences for new teachers.	3.740
68	Placing students in permanent jobs.	3.758
69	Preparing an analysis of grades given each year by faculty.	3.884
70	Making decisions concerning student disciplinary action.	3.928
71	Teaching courses on occupational development.	4.074
72	Planning assembly programs.	4.413
73	Compiling faculty newsletter pertaining to school program.	4.444
	Category V - "The counselor should have not direct responsibility for this function."	
74	Teaching academic courses other than group guidance courses.	4.520
75	Planning PTA activities and programs.	4.629
76	Ordering school supplies and equipment.	4.888
77	Coordinating the school audio-visual service.	4.928